EQUITY AND INCLUSION SELF-ASSESSMENT FOR ADVISERS
University of California, Berkeley

This Self-Assessment Worksheet supports advisers in identifying key strengths, gaps, and needs in relation to equity, inclusion, and diversity. It offers both a way to take stock of current efforts and a set of benchmarks for the design and implementation of future activities. Advisers and advising teams are encouraged to use the pages that follow as a basis for dialogue and as a way to help identify issues of focus for their activities.

Indicators found here reflect key priorities from the UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity, and many align with other equity materials. Areas covered include: assessment; climate; vision, leadership, and policy; cultural competence, adviser development, and student leadership; outreach, admission and enrollment; and accessibility.

Please note that the purpose of this tool is to spark dialogue and support goal setting; it is not intended to provide a "score" or formal evaluation of the advisers' or advising units' practice. As such, some of the indicators are fairly general and/or have multiple parts, and response choices do not fall along a numbered scale – this is intentional. The "Somewhat" option has been included for use on indicators where the unit is doing some, but not all, of the listed items.

You may wish to invite multiple stakeholders to provide their perspectives on the statements below. In this way, broad input can be gathered, and key constituencies can be engaged early in the planning process.

This tool was developed at UC Berkeley by Susan Hagstrom, Omar Ramirez, Yeri Caeser-Kaptoech and Amy Scharf. It was adapted from the Self-Assessment Worksheet in UC Berkeley's Strategic Planning Toolkit for Equity, Inclusion and Diversity in Academic Units.

How to Use the Worksheet

For each statement, circle the response that best reflects your own perspective on how your department, college or program is doing. Then, using the bottom of the page, jot down any comments, ideas or questions related to the department's work in the area noted. Advising teams often find it helpful to begin with members completing the worksheet alone, and then comparing and discussing answers together.

VISION, LEADERSHIP AND POLICY

Circle your response:
Y=Yes, N=No, S=Somewhat, DK=Don't Know, NA=Not Applicable

Our mission includes helping to increase access, representation and success for diverse and underrepresented populations.*	Y	N	S	DK	N/A
Our department, college or program is actively committed to issues of equity, inclusion, and diversity.*	Y	N	S	DK	N/A
Leaders within our unit help set the tone for creating an engaging and inclusive environment for all groups.*	Y	N	S	DK	N/A
We have advising learning outcomes and program goals related to social justice, inclusion, diversity, and climate.	Y	N	S	DK	N/A
Our department actively values and seeks to hire a diverse staff.*	Y	N	S	DK	N/A
Staff hiring and advancement processes employ best practices in the area of equity, inclusion, and diversity, such as active outreach to underrepresented communities, appointing diverse hiring committees, using clear hiring criteria, supporting professional development and career advancement for current staff, etc.*	Y	N	S	DK	N/A
Staff from underrepresented identity groups are proportionally represented in leadership and management positions as compared with their overall numbers in the department, college or program.*	Y	N	S	DK	N/A
Our non-discrimination policy includes all aspects of identity.	Y	N	S	DK	N/A
Clear and accessible protocol is in place to respond to bias-related incidents or discrimination. #	Y	N	S	DK	N/A
Members of our community know how to address or "report" any issues that come up and are comfortable doing so.	Y	N	S	DK	N/A
If issues of insensitivity, exclusion, disrespect or harassment arise, they are addressed directly and in a timely fashion.*	Y	N	S	DK	N/A

Comments:

* From UC Berkeley's Strategic Planning Toolkit .

From Vernon Wall's Inventory, "Assessing a Commitment to Social Justice & Inclusion: Your Campus and Your Department"

ASSESSMENT

We have access to demographic and climate data specific to our students.	Y	N	S	DK	N/A
We regularly ask students and recent alumni about their experiences.	Y	N	S	DK	N/A
We make an effort to be aware of barriers and biases within the department, college or program.	Y	N	S	DK	N/A
Success rates within our department, college or program are comparable across students of all identity groups and backgrounds. This includes both degree completion rates and job placement.*	Y	N	S	DK	N/A

Comments:

OUTREACH, ADMISSION AND ENROLLMENT

Our department, college or program actively values and seeks to enroll students with diverse racial, ethnic, gender, socioeconomic, immigrant, international, sexual orientation, dis/ability, and religious backgrounds.*	Y	N	S	DK	N/A
(If applicable) Our admissions process encourages and allows for strong consideration a range of candidates, including those who come from many different feeder institutions and those who may have non-traditional academic backgrounds.*	Y	N	S	DK	N/A
We have strong relationships with local leaders from historically marginalized groups and with leaders of key community organizations.#	Y	N	S	DK	N/A
Our student demographics reflect the population we are seeking to serve.	Y	N	S	DK	N/A

Comments:

* From UC Berkeley's Strategic Planning Toolkit .

From Vernon Wall's Inventory, "Assessing a Commitment to Social Justice & Inclusion: Your Campus and Your Department"

CLIMATE

Circle your response:
Y=Yes, N=No, S=Somewhat, DK=Don't Know, NA=Not Applicable

The climate in our department, college or program is such that all students feel welcome. Students of all identities and experiences are valued, and everyone has a place in departmental study groups, labs, research efforts, project teams, etc.*	Y	N	S	DK	N/A
The department, college or program provides a comfortable environment for discussion of personal and academic topics related to race, ethnicity, gender, gender identity, religion, sexual orientation, socioeconomic status, ability/disability, nationality, and other areas of diversity.*	Y	N	S	DK	N/A
Our students engage in scholarly inquiry about topics related to diversity, inclusion, equity, and public service as appropriate to their chosen field of study. This kind of inquiry is actively supported and valued.*	Y	N	S	DK	N/A
We have a strong mentoring system, which is effective in supporting all students both academically and professionally.*	Y	N	S	DK	N/A
Extra support is provided, where needed, to ensure the success of students from underresourced backgrounds, students with disabilities, students whose first language is not English, students with limited financial resources, and those facing other academic or social challenges.*	Y	N	S	DK	N/A
Our department, college or program provides opportunities for students, faculty, and staff from underrepresented or marginalized groups to connect with others who share their backgrounds and affiliations. *#	Y	N	S	DK	N/A
Our services, courses, meetings, and administrative practices reflect sensitivity to all groups and are conducted in culturally competent ways.	Y	N	S	DK	N/A
Visible images and materials throughout the department, college or program are welcoming and inclusive to diverse groups – for example, they include positive multicultural images, reflect the experiences of multiple communities, offer messages of equity and inclusion, and/or showcase the unit's diversity or community outreach efforts.*	Y	N	S	DK	N/A

Comments:

* From UC Berkeley's Strategic Planning Toolkit .

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CULTURAL COMPETENCE, ADVISER DEVELOPMENT, AND STUDENT LEADERSHIP

Circle your response:
Y=Yes, N=No, S=Somewhat, DK=Don't Know, NA=Not Applicable

Advisers engage in professional development, self-reflection, and dialogue about topics related to diversity, inclusion, and equity, and include attention to these issues in their work with students.*	Y	N	S	DK	N/A
Student leaders receive professional development opportunities related to diversity, inclusion, and equity.#	Y	N	S	DK	N/A
Our department, college or program incorporates UC Berkeley's advising core competencies – and particularly those related to equity and inclusion – into its training and other professional development resources for advisers.	Y	N	S	DK	N/A

Comments:

ACCESSIBILITY

Circle your response:
Y=Yes, N=No, S=Somewhat, DK=Don't Know, NA=Not Applicable

All of our courses and/or activities are financially accessible to all students.	Y	N	S	DK	N/A
Advisers and faculty within our department, college or program have an understanding of - and sensitivity to - students' financial realities.	Y	N	S	DK	N/A
All department-, college- or program-sponsored events and activities are physically accessible to participants with disabilities (e.g. websites, field trips, course assignments, presentations, community-building activities, physical spaces, etc.).*	Y	N	S	DK	N/A
Our building has gender-inclusive restrooms available to students, faculty, and staff.	Y	N	S	DK	N/A

Comments:

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